ASBURY UNIVERSITY
SCHOOL OF EDUCATION

Facilitators of Student Success

Clinical Practice Handbook for Student Teaching
ED/EDA 498/499 and EDG 701/702

CLINICAL PRACTICE HANDBOOK FOR STUDENT TEACHING
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SECTION 1

CLINICAL PRACTICE EXPERIENCE

Congratulations! The semester of clinical practice is the capstone experience of your educator preparation program at Asbury University. The student teaching experience is designed to extend your teaching and learning process in an accredited school system. The Teacher Education Program at Asbury University is committed to support and facilitate your experiences throughout this clinical semester. We are certain this will be a rewarding though time-consuming and, at times, frustrating semester. It will, however, be one of the most rewarding experiences of your professional career.

1.1   Admission to Student Teaching (Clinical Practice Semester) Requirements

It is the responsibility of the student teacher candidate to determine that all of the qualifications for the student teaching component of the professional educator program have been met **before** applying. The prospective candidate is expected to complete the process summarized below for full admission into the professional semester of clinical practice. Highlights of that process include:

1.   Completing the application form for student teaching (Form 2) and returning it to the Teacher Education Office.

2.   Completing GATE 3 successfully (candidate portfolio review must be developing).

3.   Scheduling an appointment with the Director of Clinical Experiences to discuss your placement.

4.   Attending any relevant meetings regarding student teaching as requested by the School of Education.

5.   Completing fingerprinting process for the background check and CAN Report, as required by the district where you are scheduled to begin your student teaching.

6.   Making arrangements for your own transportation to the student teaching site (effort will be made to facilitate carpooling).

1.2   Clinical Practice Placement (Student Teaching)

Assignments for clinical practice placements are the responsibility of the Director of Clinical Experiences. Student teachers are assigned to cooperating schools with state or regional accreditation. Cooperating schools are selected from those districts with whom Asbury University's School of Education has a contractual agreement.

Student Teaching Placements: revised 8/25/2020

CERTIFICATION AREA	1st Placement	2nd Placement	3rd Placement	Order of Placement
ELEMENTARY				
Elementary TUG-Lit, Math, or ESL or Elementary APS-Interdisciplinary	K-3 (35 days)	4-5 (35 days)		Interchangeable
Elementary +LBD	K-3 inclusion (20 days)	4-5 inclusion (25 days)	Mid or High LBD (25 days)	1st Placement: K-3 or 4-5 that aligns with 401, 2nd & 3rd placements are interchangeable
SECONDARY Grades 8-12				
Secondary + MS	9-12 (35 days)	5-8 (35 days)		==Interchangeable==
Secondary +LBD	9-12 inclusion (35 days)	Elem LBD (35 days)		1st Placement: 9-12 that aligns with 401
Secondary +MS +LBD	9-12 (25 days)	5-8 inclusion (20 days)	Elem LBD (25 days)	==1st Placement: 9-12 that aligns with 401==
MIDDLE SCHOOL Grades 5-8				
Middle School 2 content areas	5-8 Content 1 (35 days)	5-8 Content 2 (35 days)		Interchangeable
Middle School 1 content area + LBD	5-8 content (35 days) inclusion	Elem LBD (35 days)		1st Placement: 5-8 that aligns with 401
Middle School 3 content areas	5-8 Content 1 (20 days)	5-8 Content 2 (25 days)	5-8 Content 3 (25 days)	1st Placement: 5-8 Content 1 that aligns with 401
P-12 Grades Primary-12				
P-12	Elem (35 days)	Mid or High (35 days)		Interchangeable

Prospective student teaching candidates are notified of their placements during the semester prior to student teaching. After receiving notification, candidates may contact the P-12 cooperating teachers and make arrangements for a preliminary visit to the school.

1.3   Contractual Agreement

Asbury University maintains a current contract with all the public schools where we place student teachers and clinical students. The schools have a contractual right to remove from their classrooms student teachers who, in the judgment of the school's staff, have an adverse influence on the welfare of the pupils and who do not contribute to the advancement of the teaching profession.

Our contractual obligation also requires that all placements for clinical practice (student teaching), preservice clinical experiences, and other school-based observations shall be made through Asbury's Director of Clinical Experiences. Arrangements must be made with the superintendent or a designated representative and this is typically coordinated with the building principal**. Student teachers should not arrange placements without first working through the Director of Clinical Experiences.**

The specific process for the selection of P-12 cooperating teachers is located in the appendix.

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SECTION 2

THE PROFESSIONAL SEMESTER

2.1   Role Expectations

Asbury's Teacher Education Program requires the cooperative effort of many people. Critical to any cooperative endeavor is an understanding of the role expectations of all those involved. A general listing of expectations for P-12 cooperating teachers, student teachers, and university supervisors are given below.

2.2   P-12 Cooperating Teachers

<u>Major Responsibilities</u>

1. We realize the primary obligation of our P-12 cooperating teachers is to the classroom of students assigned to them by the local school system. Our student teachers are not the first priority, especially if they in any way adversely affect the learning environment of the classroom.

2. We expect the P-12 cooperating teachers to provide direct assistance to our student teachers in becoming proficient in the many tasks necessary to be a successful teacher as reflected in the Kentucky Framework for Teaching. This responsibility involves many areas such as: providing

demonstration of effective teaching; offering a variety of teaching opportunities; modeling a variety of teaching techniques; serving as a sounding board for ideas; assisting with planning for teaching; and aiding in the search for teaching resources.

3. The P-12 cooperating teacher is responsible for creating an environment in the classroom and in the school that will facilitate the student teacher in achieving maximum success. This does not mean that the P-12 cooperating teacher protects the student teacher from the normal problems of the classroom. The P-12 cooperating teacher should help the student teacher anticipate and cope with typical teaching difficulties.

General Expectations

P-12 cooperating teachers should:

1. Consider themselves to be teacher educators, a part of Asbury's teacher preparation team, and be supportive of Asbury's teacher education program.
2. Model professional, ethical, and moral conduct appropriate to the education profession.
3. Maintain open communication with the student teacher, university supervisor, Asbury's Director of Clinical Experiences, and, as appropriate, the building principal.
4. Set aside a consistent and sufficient time to plan with the student teacher throughout the semester.
5. Model teaching competencies expected of the student teacher. This includes having an understanding of the Asbury University School of Education Dispositions that can be accessed in the appendix.
6. Provide opportunities for the student teacher to use methods and skills taught in university classes.
7. Involve the student teacher, in a graduated manner, in classroom activities until the student teacher assumes responsibility for the full instructional program of the class. This includes being able to teach a solo week and administer the assessment needed for that week.
7. Provide formative evaluations through the **Student Teacher & Conference Reports** on TaskStream the Friday before each scheduled seminar.
9. Submit the **Student Teacher Summative Evaluation Forms** to Asbury via the link sent to them and then share that evaluation with the student teacher by the last day of the student teacher placement. This includes the evaluation of the Asbury University School of Education Dispositions.

2.3   **STUDENT TEACHERS**

Institutional Responsibilities

Asbury student teachers should:

1. Demonstrate moral and ethical conduct that is consistent with standards set by Asbury University Teacher Education Program including the Asbury University School of Education Dispositions.

2. Submit to their supervisor the **Student Teacher's Schedule** on the first Friday of student teaching and a new schedule each Friday for the remainder of student teaching. The schedule should highlight any classes that you will be teaching the next week.

3. Maintain the **Student Teacher Time Record** so that it is up to date and accurate.

4. Submit the **Student Teaching & Conference Report Form** the Friday before each scheduled seminar beginning on the second Friday of student teaching

5. Attend all Student Teacher Seminars as scheduled. **Seminars are required!**

6. Prepare for all teaching experiences and organize all materials for each experience.

7. Volunteer to assist the P-12 cooperating teachers in a variety of settings and experiences.

7. Complete a minimum of 70 days (14 full weeks) of student teaching.

9. Return the **Evaluation of the P-12 cooperating teachers from both placements**, and the **Evaluation of their Asbury University Clinical Supervisor** near the end of the semester.

Removed the university supervisor's job description but it might ought to be available somewhere else.

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POLICIES AND PROCEDURES FOR PROFESSIONAL SEMESTER

The following policies help guide the student teaching experience at Asbury:

3.1   Selection/Evaluation of P-12 Cooperating Teachers and Asbury University Supervisors

See Appendix

3.2   Assignment of Student Teachers

All assignments or reassignments of student teachers must be made through Asbury's Director of Clinical Experiences. These assignments are made in accordance with the contracts Asbury holds with the school districts.

3.3   Length of Student Teaching

The student teaching experience begins the first day of classes each semester. Student teachers attend an intensive period of instruction (iSTEPS) specifically directed to the student teachers' classroom experiences.

Student teachers are then scheduled in the public school classroom for the remainder of the semester. Each student teacher must complete a **minimum** of seventy days in the classroom. **Non-Traditional Instruction (NTI) days** typically may be counted toward the required 70 days only if the student teacher engages in activites related to their student teaching placement. In addition each student teacher should have a **minimum** of one hundred hours in each of the three areas: observation, participation, and actual teaching (300 hrs.).

3.4   Student Teacher Absences

The student teacher has a professional obligation to inform the P-12 cooperating teacher immediately of any illness/emergency that requires missing school and plans, manuals, textbooks, etc. should be delivered to the P-12 cooperating teacher by the candidate. You must also contact your university supervisor immediately. Make-up days for absences must be arranged through the university supervisor. If you know in advance that you need to be absent, you must consult with your university supervisor prior to the absence.

3.5   Student Teachers as Substitutes

See policy related to substitute teaching in the Discovery course.

3.6   Photographs, Videotapes, or Recordings

Most school districts have strict policies regulating photographing, videotaping and other recording. You must check with your P-12 cooperating teachers to find out the particular policies of the school district where you are teaching before you tape or record.

3.7   Serious Problems

If serious problems arise during student teaching, the following policies apply:

A.   The student teacher is to be informed of the problem at the earliest possible date and of any suggestions that may help resolve the problem.

B. The university supervisor should be notified so he/she may also assist in the resolution of problems. The principal should be informed of all serious problems.

C. The Director of Clinical Experiences must be notified at the earliest possible time.

3.8   Student Teacher Dress Code

Student Teachers should reference three sources for information related to appropriate attire during the student teaching experience:

A.

B. The Handbook for Community Life & Residence Life. Student teachers are expected to comply with the guidelines set forth in the Handbook. Special attention should be given to the Propriety section of Asbury's Handbook for Community Life.

C.

D. Public School Dress Codes and Guidelines. Student teachers are expected to check with their P-12 cooperating teachers about school district and local building policies concerning appropriate attire for teachers. *Dressdown* days should not be an occasion for carelessness in appearance.

E.

F. Asbury's Teacher Education Program expects student teachers to project the highest standards of professional attire. It is always our desire to exceed minimum expectation levels of campus and public school.

G.

If you have questions about appropriate attire for special events or activities please contact your university supervisor or the Director of Clinical Experiences.

SECTION 4

PROGRAM EXIT

4.1   Evaluation

4.1.1   Candidate Evaluation

Continuous evaluation of the student teacher's progress is essential. Formative and summative evaluation components comprise the continuous assessment of the student teacher. These pieces of data are collected through informal and formal measures. It is important to note that a student teacher is evaluated by multiple measures. Informal measures include the following components:

Informal Evaluation

- daily communication with P-12 cooperating teachers
- review of lesson / unit plans with P-12 cooperating teachers and university supervisor
- conferences with university supervisor

Formal measures include the following components:

Formal Evaluation

- Completion of the conference form due the Friday before each seminar
- Summative Evaluation
- Grade achieved in student teaching
- GATE 4 Exit interview (internal and external panel)
- GATE 4 Portfolio rating including dispositions
- 3-way conferences (university supervisor, P-12 cooperating teachers, and student teacher)

4.1.2   Program Evaluation

Both the education faculty and the Teacher Education Committee firmly believe that the Teacher Education Program should be systematically evaluated by program graduates. Through such evaluation, the Dean of the School of Education, the education faculty, and the Teacher Education Committee receive feedback on the strengths and weaknesses of the program's components. Program evaluation by graduates is conducted in this manner:

1.   Each program graduate evaluates the program at the completion of student teaching during the last student teaching seminar session.

2.   In subsequent years as needed.

4.2.   GATE 4

GATE 4 is required of all student teachers as part of their clinical practice experience. It consists of a full interview of approximately 30 minutes in length and a portfolio review. Please refer to your GATE 4 Portfolio Rubric and GATE 4 Structured Interview sheet for further information. A minimum score of developing on the interview and portfolio is required for recommendation for certification.

This GATE marks the beginning of your professional career. At the interview, we expect to see a professional who is competent and confident. The professional portfolio is the visual and written evidence of your professional ability. It is not only a mechanism to meet the requirements for graduation from this program, but it is also a tool by which you can be employed.

The School of Education encourages you to take the interview and portfolio very seriously as you embark on your career as a professional educator.

4.2.1   PORTFOLIO DEVELOPMENT

The purpose of GATE 4 is to provide you with the opportunity to demonstrate your level of professional growth and expertise through the portfolio, experience your first professional interview, gain insight from seasoned educators, and provide a vital tool for employment interviews. Each student teacher must demonstrate developing performance in the interview and the portfolio review to obtain a recommendation for certification.

The GATE 4 Pre-Professional Portfolio provides a culmination task for your teacher education preparation experiences. At this juncture, the portfolio reflects who you are as a teacher, your ability to plan, instruct, and assess your students, and the manner in which you were prepared as an educator.

GATE 4 portfolios are not an academic assignment but a _required_ professional activity. This task requires your _best effort_ to produce a portfolio that enhances your seeking of a teaching position. Your portfolio should be a reflection on you that would be pleasing to a principal or committee of educators who are interested in hiring you.

Begin now to gather your evidences from your student teaching experiences. Complete a rough draft version of your portfolio at least two weeks before GATE 4 portfolios are due and show it to your university supervisor and your P-12 cooperating teacher. Obtain their feedback and suggestions, then complete your portfolio. Remember portfolio development is a process, not an assignment that can be completed in one evening.

There will be brief portfolio instructions during seminars; however, the ownership of the portfolio is the responsibility of the student teacher. If you have questions, please schedule an appointment with your university supervisor, director of clinical experiences, or the dean of the School of Education. They will be happy to assist you during this process.

4.2.2   Teacher Education Policy

EXIT FROM TEACHER EDUCATION PROGRAM **GATE 4/6 – Exit from Program and Recommendation for Initial Teacher Certification:**	
Undergraduate Students	**Graduate Students**
1. Cumulative GPA 2.75 minimum	1. Cumulative GPA 3.0 minimum
3. SOE GPA 2.75 minimum	3. SOE GPA 3.0 minimum
4. Complete Certification Application	4. Complete Certification Application
5. Obtain proficient P-12 cooperating teachers recommendation	5. Obtain proficient P-12 cooperating teachers recommendation
6. Complete and meet the criteria on the "Character and Fitness" Form	6. Complete and meet the criteria on the "Character and Fitness" Form
7. Complete student teaching with a Developing rating in every standard	7. Complete student teaching with a Developing rating in every standard
7. Obtain a Developing rating on the Gate 4 interview	7. Obtain a Developing rating on the Gate 6 interview including Action Research Project presentation
9. Obtain a Developing rating on the Gate 4 portfolio	9. Obtain a Developing rating on the Gate 6 portfolio
10. Completion of Dispositions Self-Evaluation and Reflection	10. Completion of Dispositions Self-Evaluation and Reflection
	11. Successful completion of an Action Research Project

SECTION 5

KENTUCKY CERTIFICATION

Completing all of the requirements for becoming certified in the state of Kentucky, upon graduation from Asbury University, has major advantages. A delay leaves a person subject to meeting any change in certification requirements that might occur. Many state departments of education and places of employment ask for a copy of certification from the state in which an applicant successfully completed an approved teacher education program. Therefore, the Asbury School of Education urges all candidates to complete Kentucky certification.

The necessary steps for acquiring Kentucky certification are as follows:

1. Complete all requirements for graduation and certification.
2. Complete forms for Kentucky certification and return them to the Certification Specialist.
3. Complete the PRAXIS II Specialty Area exams and meet the Kentucky Principles of Learning and Teaching minimum score(s) requirements.

For further information, check with the following sources:

1. The Director of Field Clinical Experience.
2. The Certification Specialist.

Removed a section that talked about transfer students.

Removed a section that talked about professional ethics.

STUDENT TEACHING ACTIVITIES

The following is a list of activities for student teaching. Student teachers will not be expected to cover all of these activities, but they should have as wide a variety as possible. Some apply to the secondary school only, while others apply to the elementary school. This information is designed to give P-12 cooperating teachers and student teachers some specific idea regarding the activities that may be classified as observation, participation, and actual teaching.

SUGGESTED MINIMUM CLOCK HOURS:

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CLOCK HOURS

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A.	Observation	100
B.	Participation	100
C.	Actual Teaching	100
	TOTAL	300

It should be noted that this is a recommended <u>minimum</u>. Student teachers should be encouraged to have as many hours as possible of participation and actual teaching. Certain states have a higher requirement regarding the numbers of hours of actual teaching. For this reason, the student teacher should check on the number of hours required in the state in which he/she plans to teach.

I. Observation
    1. Observing regular class activities
        a. Taking notes for later discussion with supervising teacher
        b. Observing methods, materials, and techniques for teaching
    2. Observing classes other than the ones assigned
    3. Observing individual pupils
        a. Noting individual differences
        b. Making profile charts of application and distractions
    4. Attending school programs
        a. Assemblies
        b. Parent-Teacher meetings
        c. Faculty/Department/Grade Level meetings
        d. Athletic events
        e. Musical programs, etc.
        f. Professional meetings

II. Participation
    1. Clerical work
        a. Grading papers and recording marks
        b. Checking attendance
        c. Assisting in making grading period reports
        d. Preparing materials of instruction
    2. Make a class seating chart, and study the seating arrangement
    3. Caring for the physical conditions of the room
    4. Supervising seatwork
    5. Supervising study hall
    6. Preparing and arranging bulletin board displays, room decorations, and display cases or other exhibits
    7. Constructing tests or other evaluation devices
    7. Presenting a reading, story, descriptive account, or other contribution to class work

9.   Working with student committees in planning extra-curricular activities
10.   Assisting with lunch duty or hall duty
11.   Assisting with fire drills or emergency drills
12.   Assisting with homeroom activities
13.   Assisting with school publications
14.   Assisting with pep rallies
15.   Assisting with extra curricular activities (athletics, arts, and after school)
16.   Assisting with ticket sales and collections
17.   Participating in school programs
18.   Counseling with students
19.   Setting up and putting away supplies and equipment
20.   Making and keeping progress charts/reports
21.   Assisting with library work
22.   Alphabetizing and filing materials
23.   Evaluating textbooks and reference books
24.   Conference with supervisors
25.   Recess
26.   Faculty/Department/Grade Level meeting
27.   Professional Development Meeting (CATS training, etc.)
27.   Parent/Teacher Conference
29.   Field Trip

III.   Actual Teaching
1.   Actual Instruction
    a.   Individual instruction
       (1)   Tutoring slow learners
       (2)   Providing special instruction for students in inclusion
       (3)   Conferencing
       (4)   Testing individuals
    b.   Group Instruction
       (1)   Using instructional daily lesson plans
       (2)   Testing
    c.   Whole Class Instruction
       (1)   Using instructional daily lesson plans
       (2)   Testing

2.   Planning and presenting units of instruction in the various content areas over a period of time
3.   Presenting one phase of regular class work
4.   Assisting students in supplementary projects
5.   Planning and directing students as a part of a thematic unit
6.   Incorporating developmentally appropriate materials and methods
7.   Making case studies on analysis of student work.
    a.   Keeping anecdotal records
    b.   Completing forms

Removed student teaching schedule template as these are distributed at iSteps.

Removed the template for teacher observations as it is included in EDStudent 101.

Removed the template for the P-12 teacher evaluation as it is included in EDStudent 101.

Removed the template for the AU Supervisor evaluation as it is included in EDStudent 101.

Removed the template for student teachers to use for references as it is in the Discovery course.

Removed Selection of P-12 Cooperating Teachers and Administrative Mentors to Supervise Asbury Clinical Candidates but am not sure where else it is included so want to be sure it is located somewhere.

Removed a paragraph that talked about the assignment of university supervisors.

Removed the EPSB Regulations Governing the Selection of P-12 Cooperating Teachers

Removed the template for the student teacher to evaluate their P-12 cooperating teacher but will need to be certain that is included in the course.

Removed the template for UNIVERSITY SUPERVISOR EVALUATION OF P-12 COOPERATING TEACHER but need to be certain that this is in the supervisor documents section of EDStudents 101.

Removed the template for Candidate Evaluation Of University Supervisor/Option 6 Mentor but will need to be certain that it is included in the course.

Removed the template for Candidate Evaluation of Asbury University Administrative Mentor but need to talk about this form as I have some sense that it is rarely if ever used.

Removed the template for P-12 Cooperating Teacher Evaluation of University Supervisor as this is rarely if ever used. We might want to talk about a way to use it. (Cooperating teacher website??)

Removed the directions and the template for abridged lesson plans as those will be in the course but want to be certain that it matches/mirrors the form being utilized in the graduate program.

Student Teaching Requirements
LBD Candidates

REQUIREMENTS:

Students seeking MSD certification will have an additional 5 days of student teaching (75 days total). Student will spend approximately 25 days in each of their three placements (Elementary, LBD, and MSD).

<mark>Students being certified in the area of Learning and Behavioral Disorders will be required to complete one instructional program AND one behavioral intervention program during their special education student teaching experience.</mark>

Students being certified in the area of Moderate to Severe Disabilities will be required to complete the above mentioned requirements. Additionally, students will be required to complete one systematic instructional program in the area of vocational skills instruction with small or whole groups of students with moderate to severe disabilities.

Name:
Semester:

Objectives and Procedures overview:
1. To develop and implement instructional programs with small and whole groups of students with learning and behavioral disorders
2. To develop and implement instructional programs across curricular areas for students with learning and behavioral disorders
3. To develop and implement instructional programs using a variety of teaching methods with students with learning and behavioral disorders
4. In consultation with the supervising teacher and professor, select appropriate students and groups of students for developing each of the instructional programs
5. In consultation with the supervising teacher and professor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs
6. Develop and write instructional program.

CURRICULUM AREA AND TITLE OF SKILL
1. Curriculum Area:
2. Skill/Behavior (MUST include the appropriate Kentucky Academic Standard):

STUDENT DESCRIPTION
1. Name (initials are fine):
2. Age:
3. Present level of performance (results of assessment):
    a. Overview of student's strengths:
    b. Overview of student's needs/goals (especially related to the curriculum area and targeted skill/behavior:

PROGRAM DESCRIPTION

1. Behavior Objective(s) (write as a paragraph, scripted, and include the behavior/skill, condition, and criterion):
2. Discrete skill or chained task (if discrete, attach a picture of the skill, if chained, attach a task analysis)
3. Describe the rationale for the behavior/skill being taught:
   a. Why is the objective an important one for the students to acquire?
   b. What are the implications if the behavior is not acquired?
4. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills etc. the students' needs for participating in the instructional program
5. Describe how any pretesting will be/was conducted (this includes assessment and baseline)

INTERVENTION PLAN

1. List the materials and equipment needed for the program - include teaching and student reinforcement materials if applicable
   a. Materials:
   b. Equipment:
   c. Reinforcer(s):
2. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the students (may include diagram), control for distracters
3. Describe procedures for conducting baseline sessions
4. Describe the teaching procedure used if using a systematic instructional procedure, include 2-7 items (write as a scripted list and using the procedural flow chart, include the attentional cue and response, task direction, specific prompts used (e.g. delay interval), procedure for reinforcing correct responses, procedure for errors, and consequence for inappropriate response)

DATA COLLECTION

1. Describe how baseline data will be collected for each objective
2. Describe how data will be collected during intervention
3. Include a data collection sheet

GENERALIZATION/MAINTENANCE

1. Describe procedures for facilitating generalization of skill across different persons, materials, and settings
2. Describe procedures for facilitating maintenance of skill across time

RESULTS

1. Use a graph to display baseline data, intervention data, and, if appropriate, maintenance and generalization data (**MUST** accompany this template)
2. Describe your results - did the behavior change? how did it change? etc.
3. Describe any modifications you made in your program plan and discuss
   a. Why these changes were made?
   b. What the results of these changes were?

GLOSSARY

This section provides general definitions for some of the terms frequently used in the instructional materials.

Accommodations
Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Alignment
The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

Analysis of Data
Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

Artifacts
Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

Collaborating
Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

Developmentally Appropriate
The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Differentiation
The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Diverse Student Needs
Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

ELL
English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

Formative Assessment
All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

GSSP
Gifted Student Services Plan; sometimes given another acronym in districts.

Higher-order Thinking
Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

IEP
Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

Instructional Day
A day that:
- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

Intern Management System (IMS)
Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

Intervention
An educational practice, strategy, curriculum, or program to enhance learning for students.

Instructional Materials
Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Kentucky Framework for Teaching
http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx

Kentucky Teacher Standards
http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf

Learning Outcomes
Educational aims or end products which encompass all goals and objectives.

Learning Targets
Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as "I can" statements.

Misconceptions
Student responses which indicate inaccurate understanding of content.

Modifications
Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Objectives
The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in "By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War."

Patterns of Achievement
Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

Performance-based Assessment
An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

Pre-assessment
Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

Professional Development
The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

PGES
Professional Growth and Effectiveness System

Professional Growth Plan (PGP)
The plan teachers use to become more proficient. The process involves self-assessment, reflection, and a written plan for addressing and improving in the identified areas of growth.

Professional Learning Standards
http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx

Reflection
The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

Rubric/Scoring Guide
At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

Self-Assessment
A student's evaluation of his or her own work.

Student Voice
This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

Source of Evidence
Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

Student-centered
Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

Summative assessment
Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

Technology

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.